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ABSTRACT

Visual art in grades K-12 and in special education classrooms is covered in this Alabama course of study. Containing six sections, the first section of this study is an introduction that presents a rationale for art in the school curriculum; discusses characteristics of a good school art program; and provides information about time and scheduling required and space, facilities, equipment, and materials needed for an art program. The administration of the program is discussed as are specific goals for students involved in the program. The goals of this program are for students to make works of art; acquire a knowledge of the visual art heritage and cultural influences; analyze, value, and judge works of art; and respond to the aesthetic qualities of the natural and manmade environment. Section two lists 13 art requirements for students in grades K-4 and section three lists 10 art requirements for students in grades 5-8. Both of these sections also list suggested art-related activities. Section four lists three art requirements for students in grades 9-12. The content for both a general art program and for a specialized art program is provided for this level. Visual art for special education is briefly discussed in section five. A brief framework for curriculum development K-12 is listed in section six. (Author/NE)

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ALABAMA COURSE OF STUDY

VISUAL ART

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SECTION ONE - INTRODUCTION

Rationale

Art is a significant expression of all cultures. Art carries ideas from generation to generation, vivifies cultural differences, enhances cultural understandings, provides visual records of the past, and gives form to contemporary ideas and events.

The visual arts are basic to the school curriculum. It is through the study of art that we know about art products, artists, art materials, and art processes; engage in art activities; and develop skills applicable to a wide variety of art and art related careers.

Art enriches the quality of life. Experiences in art history, art criticism, and art production provide for an increased understanding of oneself and the environment and lead to feelings of self-satisfaction, self-confidence, and self-worth.

Characteristics of a Good School Art Program

A quality school art program would include:

- A variety of levels of art experiences designed to meet the needs of the student and utilizing community resources and which would include art appreciation, art history, studio work, and career education.
- Opportunities for original art expressions from the students' own experiences.
- Careful scheduling and sufficient time devoted to art instruction at the various levels of the school program.
- An environment conducive to art learning and creativity with adequate facilities, equipment, materials, library resources, and exhibition space.
- Well-trained and competent art teachers.
- Effectively and sequentially planned courses of study.

- Appropriate evaluation of programs, teachers, students, and student work.

Time and Scheduling

1. Art is recommended for all students K-8 grades; at least one year in studio art, art history, or art appreciation is recommended in grades 9-12.
2. It is recommended that every elementary school child receive regularly scheduled art instruction from a certified art teacher in a specially equipped art room for a minimum of 100 minutes per week.
3. It is recommended that every middle school or junior high school student have art for a minimum of three periods a week for a year or daily for a semester.
4. Art classes in grades 9-12 should carry one unit of credit and consist of a minimum of 200 minutes a week.
5. The recommended maximum class size at all grade levels is 25 students with special consideration given to smaller classes in studio and larger classes in lecture situations.
6. Each art teacher in the elementary, middle, junior high, or high schools should have an adequate amount of time for advanced planning.

Space, Facilities, Equipment, and Materials

Elementary: The art room should be visually stimulating and provided with equipment, supplies, materials, and instructional aids to meet the objectives of a basic art program. Both open and closed storage areas should be provided. The room should be flexible enough to be used by both groups and individuals. Work and storage space should be available in the regular classrooms as well as in the art room for independent, individual, or small group art activity. One special art teacher for every 350-400 children is recommended.

Secondary: It is recommended that at least one general art room

with no less than 65 square feet of work area per pupil for each 500 pupils in the secondary school and no more than 25 pupils assigned to the room at one time be provided. The art room should be designed for maximum flexibility. Proper plumbing, electricity, ventilation, and light should be built into the room. Basic equipment should be provided and maintained by the school system. In addition, a minimum of approximately 400 square feet of storage space is recommended.

The Administration of the School Art Program

At the local level, the art specialist, principal, and superintendent play important parts in the development and implementation of the school art program. School administrators can contribute to the quality and growth of the art program through awareness of: (1) the characteristics of a quality school art program; (2) the contribution that the visual arts can make to the educational program as well as to society at large; and (3) the relationship of art to other disciplines in the school curriculum.

The school administrator also supports the art program by: (1) providing an adequate number of art teachers; (2) scheduling art as a regular part of the total school program; (3) controlling student-teacher ratios in art classes; (4) providing time and space for in-service education of teachers of art; (5) maintaining facilities for an effective art program; (6) securing opportunities for utilizing community resources; (7) encouraging art teachers to take an active part in local, state, and national professional art education associations; and (8) encouraging professional growth of art teachers by providing opportunities to parti-

cipate in local, state, and national workshops.

At the state level, the Department of Education should employ a state art education specialist with a sufficient number of supporting staff to provide necessary leadership, service, and coordination of art programs at all levels in every community in the state.

Personnel (Art Teacher Preparation)

Elementary and secondary art teachers should be prepared to fulfill their roles in the schools. It is recommended that college preparation for elementary and secondary school art teachers include a major concentration in art comprising course work in the areas of art history and art studio with the opportunity to pursue one or more areas of art in depth. Forty-five semester hours of art are recommended as a minimum preparation for a teacher of art. It is further recommended that the degree program should also provide course work which includes study of individual differences and the learning process in art, the structure of an art curriculum, and ways of stimulating, guiding, and evaluating art experiences. The student teaching and/or internship program should provide the opportunity of observing and teaching for a minimum of 40 full school days in the classroom, total school, and the community situations.

Since in the elementary school the need to use visual expression often arises in learning situations outside the art room, the elementary classroom teacher shares with the elementary art teacher the responsibility for the kind and quality of art experiences made available for the children. In order to assume their share of this responsibility, it is recommended that elementary classroom teachers include in their college preparation the study of the developmental growth of children in

art ways of selecting, stimulating, guiding, and evaluating creative art experiences, the appreciation of the visual arts, and their importance in people's lives, and participation in art studies activities which provide understanding and skill in the use of a wide range of two- and three-dimensional materials and processes suitable for children's art experiences.

Art Goals

The art program provides experiences whereby the student makes works of art; acquires a knowledge of visual art heritage and cultural influences; analyzes, judges, and values works of art; and responds to the aesthetic qualities of the natural and man-made environment.

The Students

1. Respond to objects, events, themes, and symbols presented in works of art.
2. Respond to the sensory elements, such as line, shape, value, color, visual, and tactile textures, and the taste, smell, weight and sound of natural and man-made forms.
3. Produce works of art of personal significance.
4. Exhibit unique and confident behaviors with art materials and concepts.
5. Develop the ability to follow directions and solve problems.
6. Acquire knowledge of art processes, products, artists, periods, and styles.
7. Understand art processes and products.
8. Make reasoned judgments about works of art.
9. Appreciate the visual expressions of others and of themselves.
10. Recognize the relationships that exist between art and other disciplines of the humanities, such as literature and music.
11. Recognize the relationship between works of art and culture in which they were made.

12. Develop self-identification and self-worth concepts through successful and meaningful art experiences.
13. Gain awareness of careers in the visual-arts fields.

Integrated Arts Education

Visual Art is integral to other programs in the curriculum, and serves to enrich and extend the general curriculum content by increasing motivation and providing broader learning experiences and imaginative interpretation of ideas, emotions, and events.

Arts for Special Education

Visual Art provides individualized experiences for all students with special needs, such as those with physical handicaps, cultural and ethnic differences, high abilities, and motivation.

Extended Arts Education

Visual Art offers extended enrichment and opportunities for learning in the school and community settings through visits to exhibits, museums, artists' studios, and interesting environments.

SECTION TWO - MINIMUM REQUIREMENTS K-4

The students:

1. Respond to objects and events in their environment
 - 1.1 Identify a variety of objects
 - 1.2 Relate object to purpose
 - 1.3 Relate animals, people, buildings, and other objects to their environment
2. Respond to themes and symbols in works of art
 - 2.1 Identify works of art relevant to developmental level
 - 2.2 Identify visual images within works of art
 - 2.3 Discriminate between visual images
3. Respond to art elements
 - 3.1 Relate lines and shapes to natural and man-made objects
 - 3.2 Recognize basic shapes within the environment
 - 3.3 Discriminate between various colors and textures within the environment
4. Recognize compositional elements used in design
 - 4.1 Identify repetition of colors, objects, shapes in design
 - 4.2 Analyze rhythm and balance in design
5. Understand the vocabulary of art and artists
 - 5.1 Use vocabulary appropriate to developmental level
 - 5.2 Identify appropriate art tools, materials, and processes
6. Respond to art-related activities
 - 6.1 Read about art and artists
 - 6.2 View slides, films, filmstrips of art
7. Respond to art in various cultures
 - 7.1 Identify the work of different cultures
 - 7.2 Create art related to that of various cultures
 - 7.3 Discuss art from various cultures
8. Utilize manipulative skills in a wide variety of art media, tools and processes
 - 8.1 Use brushes, scissors, and other appropriate art tools
 - 8.2 Manipulate appropriate art materials
 - 8.3 Explore a variety of art processes
 - 8.4 Develop eye-hand coordination

9. Create imaginative works of art
 - 9.1 Draw, paint, and sculpt with a wide variety of materials
 - 9.2 Use a variety of crafts processes
10. Use communicative skills
 - 10.1 Express ideas, images, symbols, and feelings in visual form
 - 10.2 Use creative processes as communication
11. Relate art to other areas of the humanities
 - 11.1 Express literary themes in visual form
 - 11.2 Use lines, shapes, and patterns to express various rhythms in music
 - 11.3 Relate art to the history, needs, and values of the societies that produced it
12. Value their personal art expressions and those of others
 - 12.1 Discuss positive aspects of their own work and of others
 - 12.2 Exhibit tolerance of others' ideas
 - 12.3 Cooperate with others in producing art
13. Develop a positive self-concept
 - 13.1 Exhibit self-confidence in solving problems and expressing themselves
 - 13.2 Try new ideas and approaches

Suggested Media and Activities K-4

1. Paint with tempera paint, finger paint, and water color.
2. Draw with pencils, crayon, ink, felt-tip markers, oil pastels, and pastel chalks.
3. Sculpt with clay, papier-mâché, wire, wood construction, and plaster.
4. Use mixed media collage activities utilizing magazines, wallpaper, photographs, found objects, etc.
5. Explore craft processes with fibers, clay, and papier-mâché.
6. Print with styrofoam, cardboard, vegetables and found objects, other relief processes, and silk screen.

Alternate Activities K-4

1. Participate in group trips within the community.
2. Utilize community museums, galleries, and other local art resources.
3. Identify familiar activities portrayed in works of art.
4. Visit artists and craftsmen in their studios.
5. Collect (from magazines and other sources) examples of work from various cultures.
6. Explore photo/film-making processes.

SECTION THREE - MINIMUM REQUIREMENTS 5-8

The students:

1. Explore colors
 - 1.1 Mix and use different hues
 - 1.2 Mix and use different values
2. Understand color harmony
 - 2.1 Use color families
 - 2.2 Use color contrast
 - 2.3 Use color intensities
 - 2.4 Use color dominance
 - 2.5 Use color expressively
3. Understand art vocabulary
 - 3.1 Use appropriate terminology in studio fields
 - 3.2 Use appropriate vocabulary in art history and appreciation
4. Understand principles of design
 - 4.1 Use balance, harmony, and rhythm effectively in their artwork
 - 4.2 Use unity, movement, and dominance in their artwork
5. Understand elements of design
 - 5.1 Use color, line, shape, and texture effectively in their artwork
 - 5.2 Use emphasis, scale, positive, and negative space in their artwork
6. Explore a variety of art and craft techniques
 - 6.1 Draw, paint, sculpt, and print with various media
 - 6.2 Create clay, fiber, and jewelry products with a variety of techniques
7. Develop skills in art and craft processes
 - 7.1 Use a variety of art processes effectively
 - 7.2 Use a variety of craft processes skillfully
8. Value their personal art expressions and those of others
 - 8.1 Discuss positive aspects of their work and of others
 - 8.2 Exhibit tolerance of others' ideas
 - 8.3 Cooperate with others in producing art

9. Value their art heritage

- 9.1 Discuss artists, art periods, and cultures
- 9.2 Read about art and artists

10. Develop a positive self-concept

- 10.1 Exhibit self-confidence in solving problems expressing themselves
- 10.2 Try new ideas and approaches

Suggested Media and Activities 5-8

1. Draw with pencil, conte-crayon, pen and ink, crayons, chalk, and charcoal.
2. Paint with tempera, watercolors, and acrylic paints.
3. Print with linoleum, woodcut, etching, styrofoam, plaster relief, stencil, and silkscreen processes.
4. Use graphic techniques for lettering, layout, posters, and cards.
5. Create ceramic pieces with hand-built and wheel-thrown methods.
6. Use fibers in weaving, macramé, appliqué, and embroidery techniques.
7. Sculpt with clay, plaster, wood, and papier-mâché.
8. Create environmental and architectural models.
9. View slides, films, and filmstrips of art.

Alternate Activities 5-8

1. Explore photo/filmmaking processes.
2. Devise alternative solutions to environmental problems.
3. Visit artists, museums, and galleries.
4. Build simple looms for weaving.
5. Dig clay to use in ceramic processes.

SECTION FOUR - MINIMUM REQUIREMENTS 9-12

The students:

1. Develop positive attitudes toward themselves, their art expressions, art, and artists
 - 1.1 Exhibit self-motivation
 - 1.2 Value works of art which have historical and/or exemplary significance
 - 1.3 Develop an awareness of the role of the artist and of art in society
 - 1.4 Enhance their self-esteem through successful experiences in art
2. Develop art concepts and vocabulary
 - 2.1 Use art vocabulary correctly
 - 2.2 Explore variations in the basic elements of art
 - 2.3 Explore variations in the principles of design
3. Build art skills
 - 3.1 Make works of art
 - 3.2 Grow in motor skills
 - 3.3 Are original, innovative, and independent with the forms they create
 - 3.4 Care for and use art tools, materials, and facilities properly
 - 3.5 Manipulate the basic elements of art purposefully

GENERAL ART PROGRAM

Art I

A studio introduction to a wide variety of media and approaches to art, including units in drawing, painting, ceramics, sculpture, graphics, lettering, creative crafts, and art appreciation, with emphasis on original approaches to design, development of motor skills, and vocabulary.

Art II

Further development of artistic and perceptual awareness and skills in drawing, painting, ceramics, sculpture, graphics, lettering, creative crafts, and art appreciation. The student is encouraged toward a more personal and independent exploration of all media.

Art III

Continuing advanced studies in drawing, painting, ceramics, sculpture, graphics, lettering, creative crafts, and art appreciation, with in-depth exploration stressing higher quality of work.

Art IV

Concentrated advanced work, with opportunities for supervised independent study, development of portfolio, and career guidance.

SPECIALIZED ART PROGRAM

Art I

A studio introduction to a wide variety of media and approaches to art, including units in drawing, painting, ceramics, sculpture, graphics, lettering, creative crafts, and art appreciation, with emphasis on original approaches to design, development of motor skills, and vocabulary.

Advanced Art Studios

(1) Drawing; (2) Painting; (3) Printmaking; (4) Fabric Design; (5) Jewelry; (6) Ceramics; (7) Sculpture; (8) Commercial Art; and (9) Crafts Design.

In-depth study of a variety of media and techniques in a single studio field, emphasizing elements and principles of design and utilizing historical and contemporary examples.

Art History and Art Appreciation Courses

Consideration of artists' interpretations and expressions of their cultures in visual forms, including the study of art periods, styles, and trends.

SECTION FIVE - VISUAL ART FOR SPECIAL EDUCATION

Visual Art provides an excellent opportunity for individual achievement and for intellectual, social, and emotional fulfillment of the exceptional child. The scope of Visual Art is broad and takes many different avenues of expression to meet the diverse needs of students.

Gifted students benefit from the development of creative skills and a balanced curriculum. Students with mental, physical, and emotional handicaps gain more positive self-images, motor skills, and vocational abilities. Visual Art experiences may be geared to specific needs of individual students.

SECTION SIX - FRAMEWORK FOR CURRICULUM DEVELOPMENT

- K-4 - Elementary art exploratory opportunities at each grade level
- 5-8 - General art classes
- 9-12 - Art I, II, III, and IV or
Art I, Advanced Art Studios, Art History, and
Art Appreciation